

**2012 – 2015 SCHOOL YEAR PLAN**  
**and**  
**2011-2012 ANNUAL EDUCATION RESULTS**

# Millgrove School



## **VISION**

Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams.

## **MISSION**

Our purpose is to prepare, engage, and inspire our students to be their best in a quickly changing global community.

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## School Profile

**School Name:** Millgrove School

**Principal:** Gail Ferguson

**Address:** 851 Calahoo Road, Spruce Grove, Alberta, T7X 2M1

**Phone:** (780) 962-6122

**Fax:** (780) 962-6127

**E-mail:** [Millgrove@psd70.ab.ca](mailto:Millgrove@psd70.ab.ca)

**Website Address:** Website Address: <http://www.psd70.ab.ca/Millgrove/>

**Student Population:** 564

**No. of teachers:** 26

**No. of support staff:** 23

**Grades Served:** K – 4



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## Summary of Accomplishments

### Success for Every Student – Provincial Achievement Tests (PAT)

High results indicate that Millgrove School students have exceeded both the jurisdictional and provincial results at the Acceptable Standard Level and Level of Excellence in English Language Arts as measured by the 2011-2012 Provincial Achievement Test (PAT) results.

In Mathematics, Millgrove School students exceeded both the jurisdictional and provincial results at the Acceptable Standard Level. At the level of excellence, Millgrove students exceeded the jurisdictional results as measured by the 2011-2012 Provincial Achievement Test (PAT) results.

- The L.A. cohort result saw 88.7 % of students perform at the Acceptable Standard and 21.6 % of students perform at Standard of Excellence.

#### ⇒ In Writing

90.6 % Acceptable Standard

13.5 % Standard of Excellence

#### ⇒ In Reading

91.7% - Acceptable Standard.

39.6 % - Standard of Excellence

#### ⇒ In Mathematics

81.4 % – Acceptable Standard

23.7 % - Standard of Excellence

### Success for Every Student - Accountability Pillar Results

*As measured by the School Accountability Pillar, Millgrove stakeholders reported high levels of success in:*

Proficiency in literacy and numeracy – High

Modeling the characteristics of active citizenship – Very High

Effective learning and teaching within caring, respectful, safe and healthy environments – Very High - High



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## Impact of major activities/strategies from previous year(s)

- **Children Learning in Inclusive Community Settings and Kindergarten - C.L.I.C.K**

This initiative supports children ages 2.5 – 5 years old who have significant challenges in their learning and transitioning to their community school. The CLICK team supports students and their parents as well as our teachers and educational assistants to develop and continue inclusive teaching and learning practices.

- **Learning Coach Initiative**

Having a 0.5 FTE learning coach and a literacy coach, supported our staff to develop deeper into their teaching practice and supported differentiation in learning.

- **In school support for technology**

Teachers and educational assistants have timely support for learning new technologies and program. Our technology integration assistant worked collaboratively with administration, central office staff and with Millgrove technology committee to develop and set direction for technology integration. Millgrove School hosted 7 Edmonton Regional Learning Consortium (ERLC) workshops to further develop teaching strategies using SMART technologies.

- **In school counseling**

Students' wellbeing is addressed daily by all school staff (their teachers, educational assistants, school counselor, and administration). Key to this success is the positive relationships school and community have developed through school council meetings, and the newly initiated Caring and Educational Values (C.A.V.E.) program.

- **Professional learning communities (PLCs)**

- In addition to the Parkland School Division's professional development days, every teacher was involved in a grade PLC for 8 ninety minute sessions throughout the year.
- Teachers and educational assistants attended additional professional development sessions such as Special Education Conference, EA Boot camp, iPad technology Alberta Assessment Consortium, autism conferences, Non-Violent Crisis Intervention (NVC) training and AISI Critical Thinking sessions..
- Millgrove School continues to collaboratively plan professional development activities with Brookwood School and Parkland Village School.



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## **Trends and Issues**

### **1. Inclusive Education and Developmentally Responsive Curriculum and Assessment**

As more parents of students with complex needs seek inclusive mainstream educational placements, there is a growing need for Millgrove staff to become more knowledgeable and skilled in programming for students with diverse learning needs. Students, parents and staff must understand and support inclusive programming at Millgrove School to create universal learning environments for all students.

### **2. Citizenship and Social Responsibility**

Millgrove School will continue to emphasize the importance of student safety and caring in the school and on the playground. Helping students and parents to make a personal connection to our school will help to ensure that our students are empathetic, caring and inclusive citizens.

### **3. Technology Integration- Student Learning in the 21<sup>st</sup> Century**

Technology is an integral part of Millgrove School and every classroom continues to have laptop computers, Smart Boards, Visual presenters, student response systems, video-conferencing capabilities, as well as classroom FM systems. A number of innovative projects have been implemented in partnership with Edmonton Regional Learning Consortium (ERLC), and Smart Technology. A new feature to Millgrove School is the acquisition of a 3 Apple iPad to promote collaboration, oral language and speech development, and fine motor skills. Using the iPads as an assessment tool for our non-verbal speakers is proving to be an invaluable tool.. Setting clear objectives for technology use, aligning curricula, and emphasizing student assessment as learning are areas of focus for technology integration as well as increasing staff knowledge and skill set. Millgrove staff will continue to explore, evaluate and integrate Web 2.0 technologies to improve student learning and teaching.



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## **Alberta Education**

- Vision** All students are inspired to achieve success and fulfillment as engaged thinkers and ethical citizens with an entrepreneurial spirit.
- Mission** Collaborate to inspire every student to engage in high quality inclusive learning opportunities needed to develop competencies required to contribute to an enriched society and sustainable economy.
- Goals**
1. Success for every student.
  2. High quality education through collaboration and innovation.
  3. Success for First Nation, Metis and Inuit (FNMI) students.

### **Alberta Education Foundation for Student Learning**

Literacy and numeracy are keys to student learning

### **Competencies**

Critical thinking, problem solving and decision making	Digital and technological fluency
Creativity and innovation	Collaboration and leadership
Social, cultural, global and environmental responsibility	Lifelong learning, personal management and well being
Communication	



*Present and Alumni Millgrove staff members*



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## Parkland School Division's Ultimate Goal: Student Success and Well Being

*Students will be encouraged to explore, create, imagine, and engage in lifelong learning as they develop their skills/competencies to prepare to enter the world of post-secondary studies or work. The Division believes that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency and is therefore committed to the development of the whole child at all levels of their education. The key elements that will guide the work of the Division include:*

1. *Engage our Students*
2. *Engage our Staff*
3. *Engage our Community*
4. *Stewardship of our Resources*

Key Elements	Engage our Students	Engage our Staff	Engage our Community	Stewardship of our Resources
	<i>Every student will be successful</i>	<i>All staff are learners with a focus on student success</i>	<i>Everyone can make a meaningful contribution to public education</i>	<i>The Division effectively manages its resources to support student learning</i>
	Meaningful assessment and reporting	Inclusion	Open and honest communication	System Review
	Student mental and physical well being	Innovative instructional practices	Meaningful engagement with all stakeholders	Distributed decision-making
	Student choice and personalized learning	Leadership development	Collaborative partnerships with business and community	Fiscal responsibility



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# School Accountability Pillar Overall Summary

Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2012  
School: 2224 Millgrove School



Measure Category	Measure Category Evaluation	Measure	Millgrove School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	<a href="#">Safe and Caring</a>	85.4	87.0	87.8	88.6	88.1	87.5	High	Maintained	Good
Student Learning Opportunities	n/a	<a href="#">Program of Studies</a>	87.0	84.5	85.2	80.7	80.9	80.6	Very High	Maintained	Excellent
		<a href="#">Education Quality</a>	93.4	95.8	95.6	89.4	89.4	89.3	Very High	Maintained	Excellent
		<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	3.2	4.2	4.4	n/a	n/a	n/a
		<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	74.1	72.6	71.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Good	<a href="#">PAT: Acceptable</a>	88.7	85.7	90.0	79.1	79.3	78.9	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	<a href="#">PAT: Excellence</a>	21.6	22.2	18.6	20.9	19.6	19.1	High	Maintained	Good
		<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	83.5	82.6	83.5	n/a	n/a	n/a
		<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	18.6	18.7	18.7	n/a	n/a	n/a
		<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	56.2	54.9	53.9	n/a	n/a	n/a
		<a href="#">Rutherford Scholarship Eligibility Rate (Revised)</a>	n/a	n/a	n/a	61.5	59.6	58.0	n/a	n/a	n/a
		<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	58.4	59.3	59.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	<a href="#">Work Preparation</a>	65.4	67.5	65.1	79.7	80.1	79.9	Very Low	Declined	Concern
Parental Involvement	Acceptable	<a href="#">Citizenship</a>	86.6	83.6	86.0	82.5	81.9	81.2	Very High	Maintained	Excellent
		<a href="#">Parental Involvement</a>	75.5	82.5	83.5	79.7	79.9	80.0	Intermediate	Maintained	Acceptable
Continuous Improvement	Issue	<a href="#">School Improvement</a>	75.3	67.2	67.6	80.0	80.1	79.8	Intermediate	Declined Significantly	Issue

## Notes:

- 1) PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both Improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).



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To Achieve Student Success and Well-Being for All Students, Parkland School Division will: Engage our Students			
Key Elements	Outcomes	Division Strategies	School Strategies
<b>Meaningful assessment and reporting</b>	<ul style="list-style-type: none"> <li>Students demonstrate proficiency in literacy and numeracy</li> <li>Students achieve student learning outcomes</li> <li>Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement AISI Cycle 5 Project with a focus on Assessment AS Learning connected to Critical Thinking</li> <li>Implement a division-wide K-9 curriculum-based report card with a focus on competencies</li> <li>Enhance student centered assessment and reporting</li> </ul>	<ul style="list-style-type: none"> <li>Develop a common language and expectations for report cards (exemplars)</li> <li>Ongoing school and grade level meetings to develop a common and accurate understanding of the new report card which will lead to engaging lessons and assessment practices that will encourage critical thinking <i>for, of, and as learning</i>.</li> <li>Share grade 3 &amp; 4 report card learning.</li> <li>Begin with the curriculum to build common assessments which will match the outcomes on the report card.</li> </ul>
<b>Student mental and physical well-being</b>	<ul style="list-style-type: none"> <li>Effective learning and teaching within caring, respectful, safe and healthy environments</li> <li>The education system demonstrates leadership and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Implement a division-wide initiative focused on enhancing the resiliency and mental health of students</li> <li>Establish community partnerships to support student health</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate cross grade activities to develop a sense of unity.</li> <li>Caring and Values Education Initiative (C.A.V.E.)</li> <li>Continue with Rainbows programming.</li> <li>Create opportunities for inquiry based service and project learning.</li> <li>Identify a Health Champion to support PSD Youth &amp; Resiliency Initiative</li> </ul>
<b>Student choice and personalized learning</b>	<ul style="list-style-type: none"> <li>Students have access to programming and supports to enable their learning</li> <li>FNMI students are engaged in learning</li> </ul>	<ul style="list-style-type: none"> <li>Enhance the effective use of emerging and current technologies in learning and in life</li> <li>Promote practices that offer greater alignment between individual student needs and</li> </ul>	<ul style="list-style-type: none"> <li>Update and maintain guided reading and writing materials.</li> <li>Train new staff in Balanced Literacy</li> <li>Host clubs and activities to engage further learning – music (recorder/ choral),</li> </ul>



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		flexible learning structures that provide students with increased choice <ul style="list-style-type: none"> <li>Explore how current Division programs provide choice and opportunities for personalized learning for students (e.g. Languages, Fine Arts, Leadership programs)</li> </ul>	drama, running, soccer, golf
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**Outcome: Students demonstrate proficiency in literacy and numeracy.**

Performance Measure	Results (in percentages)					Target <sup>1</sup> 2012	Evaluation			Targets <sup>2</sup>		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	89.5	88.4	95.8	85.7	88.7	90	High	Maintained	Good	90	90	90
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	21.3	14.0	19.7	22.2	21.6	23	High	Maintained	Good	23	24	25

**Comment on Results**

- **Millgrove students continue to demonstrate high proficiency levels in literacy and numeracy as measured by the Provincial Achievement Tests.**
- **Collaboratively, PAT results are reviewed and analyzed annually by our staff to identify areas of strength and areas of growth.**
- **Teaching strategies are directly taught to improve student learning.**



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**Outcome: Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.**

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.4	85.1	89.3	83.6	86.6	85	Very High	Maintained	Excellent	89	90	91
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	89.2	80.2	87.5	87.5	65.4	88	Very Low	Declined	Concern	85	87	90

**Comment on Results**

- Overall teachers, parents and students are satisfied that students model the characteristics of active citizenship.
- **Area of growth** - Pursue a deeper understanding as to why teachers and parents are not satisfied that Millgrove students are taught attitudes and behaviors that will make them successful at work when they finish school.

**Outcome: Effective learning and teaching within caring, respectful, safe and healthy environments.**

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	86.0	83.0	88.0	84.5	87.0	85	Very High	Maintained	Excellent	88	89	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.0	94.6	94.6	95.6	93.4	96	Very High	Maintained	Excellent	95	96	97
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.8	88.3	88.1	87.0	85.4	88	High	Maintained	Good	87	88	89

**Comment on Results**

- *Teachers, parents and students continue to be satisfied with the opportunity for students to receive a broad program of studies at Millgrove School. A focus on literacy, numeracy and citizenship remain priorities.*
- *Overall parents, students and teachers are satisfied with the overall quality of basic education but continue to seek new opportunities in student programming.*
- *Teachers, parents and students perceive their school as safe and caring and are satisfied with the citizenship initiatives such as the Milemaker program and new C.A.V.E. initiative sponsored by parents.*



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**Outcome:** *FNMI students are engaged in learning.*

#### Comment on Results

***Millgrove School has a low percentage of self-identified FNMI students.***

- Millgrove Staff will identify, promote and support the implementation of promising practices for FNMI learners
- Millgrove Staff will collect and analyze data to identify and address gaps in FNMI student achievement
- Millgrove Staff will develop lessons and units such as “My Alberta Story”, to celebrate and promote their students’ rich and diverse heritages.



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To Achieve Student Success and Well-Being for All Students, Parkland School Division will: Engage our Staff			
Key Elements	Outcomes	Division Strategies	School Strategies
Inclusion	<ul style="list-style-type: none"> <li>The jurisdiction shares promising practices to support all students in inclusive learning environments</li> <li>Staff can clearly articulate what inclusion means</li> <li>Staff can support students in inclusive learning environments</li> <li>All students are engaged in learning</li> </ul>	<ul style="list-style-type: none"> <li>Implement the Learning Coach model</li> <li>Implement Year 2 of EA Boot Camp</li> <li>Develop a Division communication plan to build community understanding and support of inclusion in Parkland School Division</li> </ul>	<ul style="list-style-type: none"> <li>Inclusive education will be fully supported with training for teachers and Educational assistants.</li> <li>Access consultants for support and assessments.</li> <li>Provide technology resources.</li> <li>Staff will endeavor to make learning authentic, and real, while building an audience, developing purpose and finding ways to connect with shareholders.</li> <li>Staff will develop reflective, learning and sharing practices (i.e. blogging, tweeting, 184 Days of Learning).</li> <li>Provide specific professional development on specific learning complexities (i.e. Autism, Speech and Language Development, Diabetes, Muscular Atrophy, Visual Impairment)</li> <li>Staff attending professional development sessions will have opportunities to share new learning.</li> <li>Model effective programming and strategies.</li> <li>Communicate through Connection Council.</li> <li>Set up transition meetings for all students with complex needs.</li> </ul>
Innovative instructional practices	<ul style="list-style-type: none"> <li>Students have access to programming and supports to enable</li> </ul>	<ul style="list-style-type: none"> <li>Implement Cycle 5 AISI - Critical Thinking and Assessment as Learning</li> <li>Implement a mobile</li> </ul>	<ul style="list-style-type: none"> <li>Each grade will participate in Learning Leader initiative..</li> <li>Every grade will have</li> </ul>



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	<p>their learning</p> <ul style="list-style-type: none"> <li>• The jurisdiction will demonstrate openness to new and innovative ideas, leadership and collaboration</li> <li>• Learners, educators, and families will have improved access to digital tools that support both face-to-face and online learning</li> </ul>	<p>learning initiative</p> <ul style="list-style-type: none"> <li>• Connect pedagogy and assessment</li> <li>• Continue the Learning Leader Initiative</li> </ul>	<p>access to iPads.</p> <ul style="list-style-type: none"> <li>• All teachers will participate in 3 Technology PLCs led by our Blogging/Google Aps - leader.</li> </ul>
Leadership development	<ul style="list-style-type: none"> <li>• The jurisdiction will demonstrate openness to new and innovative ideas, leadership and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Create a collaborative culture and growth mindset of open and continuous learning</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalize on teachers' and educational assistants' strengths to develop and support leadership within Millgrove School.</li> <li>• Leadership opportunities will be created, mentored and accepted in Millgrove and Parkland School Division.</li> </ul>
Comments on Results:			



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**Outcome:** *The education system demonstrates leadership and collaboration.*

To Achieve Student Success and Well-Being for All Students, Parkland School Division will: Engage our Community			
Key Elements	Outcomes	Division Strategies	School Strategies
<b>Open and honest communication</b>	<ul style="list-style-type: none"> <li>Stakeholders are informed</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement a communication plan</li> </ul>	<ul style="list-style-type: none"> <li>Communicate regularly with students, parents and community using newer technologies such as Twitter, Facebook, MG website and school blogs.</li> </ul>
<b>Meaningful engagement with all stakeholders</b>	<ul style="list-style-type: none"> <li>Stakeholders have opportunities to provide input</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement a community engagement plan</li> </ul>	<ul style="list-style-type: none"> <li>Seek feedback through Facebook, blogs, school council meetings</li> </ul>
<b>Collaborative partnerships with business and community</b>	<ul style="list-style-type: none"> <li>External agencies and organizations partner with the Division to support students</li> <li>Increased wraparound supports and services for students</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the Youth Resiliency Initiative</li> </ul>	<ul style="list-style-type: none"> <li>Begin Caring and Values Education (C.A.V.E.) initiative partnering with Original Joe's (Stony Plain)</li> <li>Continue partnerships with Spruce Grove Boston Pizza and Spruce Grove McDonald's</li> </ul>
Comments on Results:			



#### **VISION**

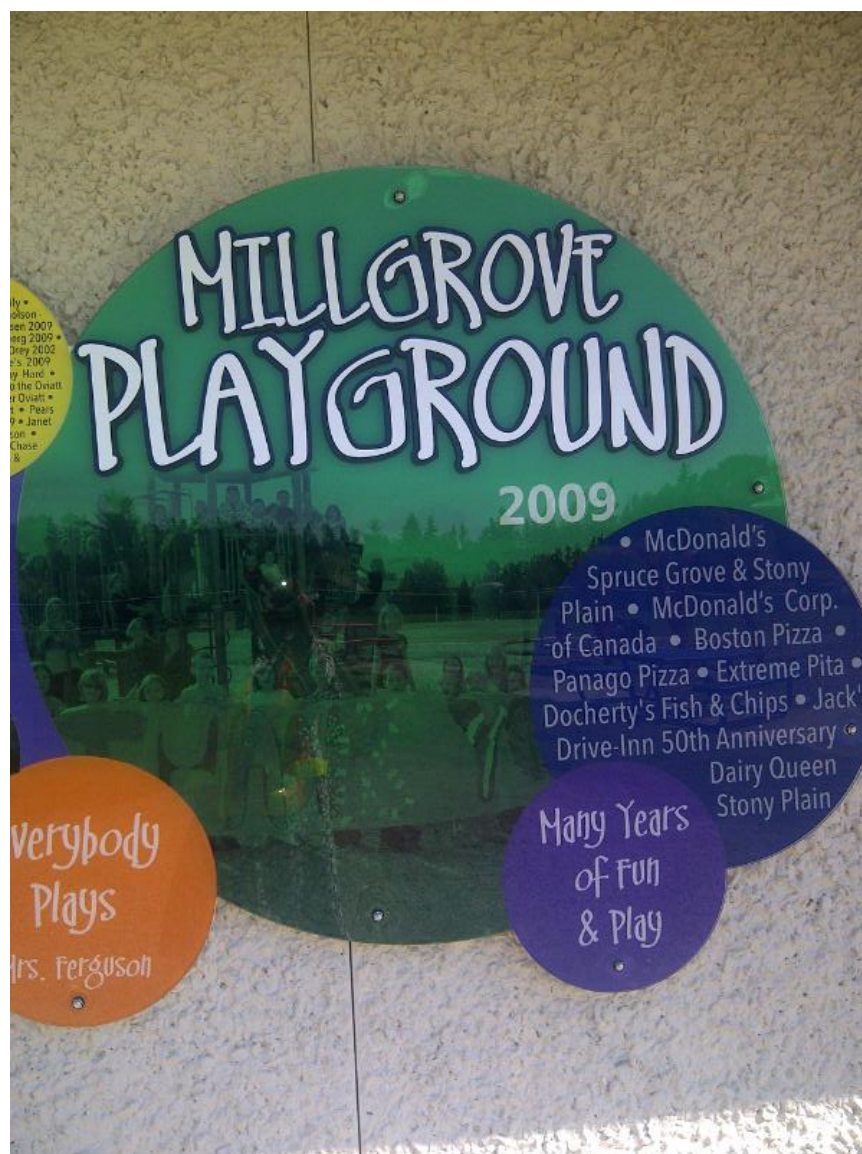
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Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	87.5	84.2	83.7	82.5	75.5	85	Intermediate	Maintained	Acceptable	80	81	82
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	85.7	85.7	89.9	87.2	75.3	85	Intermediate	Declined Significantly	Issue	80	81	82



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To Achieve Student Success and Well-Being for All Students, Parkland School Division will: Enhance Stewardship of our Resources			
Key Elements	Outcomes	Division Strategies	School Strategies
<b>System Review</b>	<ul style="list-style-type: none"> <li>Resources are aligned with Division priorities</li> <li>Comprehensive ten-year facilities plan</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement a community engagement plan</li> <li>Collaboration with Education and Municipal partners</li> <li>Data analysis and risk assessment</li> </ul>	<ul style="list-style-type: none"> <li>Continue to collaborate with Parkland School Division and the City of Spruce Grove to maximize resources and facilities.</li> </ul>
<b>Distributed decision-making</b>	<ul style="list-style-type: none"> <li>Effective and efficient use of resources through informed, evidence based decisions</li> <li>Responsive, transparent and sustainable decisions at all levels of the organization</li> </ul>	<ul style="list-style-type: none"> <li>Improved access to data to support transparent decision making</li> <li>Provide staff development</li> <li>Establish a funding allocation model that addresses a continuum of supports and services for students with diverse learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work collaboratively with Parkland School Division and the City of Spruce Grove to address student needs within the school.</li> </ul>
<b>Fiscal responsibility</b>	<ul style="list-style-type: none"> <li>A balanced and sustainable budget</li> <li>Efficient use of resources through effective processes</li> <li>Operational, financial and compliance objectives are met</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of electronic processes that eliminate data redundancy</li> <li>Build capacity of Lead Team</li> <li>Internal control and risk assessment</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop strategies that will maximize Millgrove School's ability to sustain programming to address student learning needs.</li> </ul>
<b>Comments on Results:</b> As student population continues to grow and place more demands on the school and playground, staff and community are challenged to ensure that the school facility and resources will meet each child's needs .			



#### VISION

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#### MISSION

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## AISI Cycle 5 Project Summary

### AISI Division Project Focus for 2012-2015:

#### *Embedding assessment AS Learning into Critical Thinking in an Inclusive Learning Environment*

### Anticipated Learning Goals:

- All students are able to assess their learning and develop an improvement plan
- All students are problem solvers and critical thinkers
- All students gain the skills to be successful independent learners in their learning environment
- All students are motivated to learn
- Teachers are embedding assessment AS learning in their teaching practice
- Teachers are embedding critical thinking into their teaching practice
- A common language around assessment AS learning exists in Parkland School Division
- A common language around critical thinking exists in Parkland School Division
- Students are well prepared for life and work environments

### Research Question:

To what extent does embedding assessment AS learning into the critical thinking model impact student engagement and performance in an inclusive learning environment?

### School Key Implementation Strategies to Achieve AISI Learning Goals:

- Millgrove School in collaboration with Brookwood and Parkland Village staffs, guided by the Tri-School Admin PLC, will work to effectively embed Assessment 'AS' Learning into Critical Thinking.
- Throughout the 2012-2013 school year, staff will work towards furthering their understanding of Assessment 'AS' Learning and further extend their Critical Thinking implementation. While some of the sessions will have general assessment and critical thinking as the focus, other sessions will be more specifically focused on the application of Assessment 'AS' Learning through our application of Critical Thinking skills and strategies in our classrooms.
- As we further our capacity in the creation of "critical thinking environments", the project will lend itself to a deeper infusion of the Critical Thinking Model within the entire school with the goal of embedding Assessment 'AS' Learning into that environment.



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- AISI work will be supported through the collaborative efforts of school-based and Tri-School grade level Professional Learning Communities, a combined endeavor of the staffs of Brookwood, Millgrove and Parkland Village schools. PD plans will be developed as a collaborative effort between school administrators in the Tri-School Admin. PLC. Our focus will be to establish effective PD for all teachers and educational assistants following a model that the Spruce Grove Early Years Tri-School PLC has developed.

## **Future Challenges**

### **1. Funding**

- ❖ As more students with complex learning needs enter Millgrove School, the need for additional supports in staffing, resources and professional development will continue to grow. Our community expects timely and responsive programming for all students.
- ❖ Providing a safe and caring environment will remain a top priority which will need to be supported through sustainable funding and staffing.

### **2. Planning /Changing School Facility**

- ❖ As the needs of student programming changes to encompass 21st century learning, the facility must be re-structured to accommodate differentiated and diverse learning needs (physical, intellectual and emotional). Planning a school facility that will accommodate more technology (iPads, iPods, and assistive technology), address physical needs as well as incorporating sensory and soft play rooms and academic needs will continue to be a challenge as our school population continues to increase and space becomes a more significant issue.

### **3. Professional Development – Skills, Knowledge and Sustainability**

- ❖ As the needs of students continue to increase in complexity and diversity, staff must continue to develop their skill and knowledge set in a timely manner.
- ❖ Learning Coaches – To help build capacity amongst our staff to provide effective, quality programming will ensure success for all students.
- ❖ Collaboration Time – As new initiatives are introduced and best practices in teaching are reviewed, staff must be given time to collaborate with staff from their grade level, school, tri-school and Parkland School Division.



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## Professional Development Plan for 2012-2013

Millgrove School staff, in aligning our AISI work to the work that will be completed Divisionally, will work collaboratively with the Early Years Schools in Spruce Grove (Brookwood & Parkland Village), in our Tri-School PLC, to operationalize the Divisional plan for effective embedding Assessment 'AS' Learning into Critical Thinking in an Inclusive Learning Environment.

Our work on Assessment 'AS' Learning as well as our continued implementation of Critical Thinking Skills & Strategies will be supported through the collaborative efforts of school-based and Tri-School grade level Professional Learning Communities, a combined endeavor of the staffs of Brookwood, Millgrove and Parkland Village schools. PD plans will be developed as a collaborative effort within the Tri-School Admin. PLC. Our focus will be to establish effective PD for all teachers and educational assistants following a model that the Spruce Grove Early Years Tri-School PLC has developed and implemented effectively with previous AISI cycles.

The result of our Professional Development work will be to continue collaboration efforts towards adding more depth of to our, "critical thinking environments" with the goal of creating common language and understanding of Assessment 'AS' learning and how it may be embedded in the critical thinking environments. Teachers will develop best practice strategies and resources for effective application into these environments.

Millgrove teachers and educational assistants will develop a professional growth plan which will align with the Parkland School Division's and Millgrove School's education plan (goals and outcomes) and support AISI implementation with the goal of improving teaching and learning for all students.

Millgrove teachers and educational assistants will participate in grade PLCs, technology PLCs, Tri-school PD days as well as being able to access professional development sessions which will further develop their skills and knowledge in creating universal design for learning (UDL) environments.



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## Millgrove

### Revenue And Allocations To Budget Center

Site Allocation	2012-13 Final Budget	2011-12 Finalized Budget
ECS Regular Allocation	\$515,926	\$386,148
ECS Regular Enrolment	143 students	109 students
ESC Regular Allocation Rate	\$3,607.87	\$3,542.64
ECS Mild & Mod Allocation	\$11,810	\$8,684
ECS Mild & Mod Allocation Rate	\$2,952.51	\$2,894.63
ECS Mild Moderate & Gifted Enrolment	4 students	3 students
ECS PUF Allocation	\$57,074	\$57,074
Grade 1 Allocation	\$808,164	\$793,552
Grade 1 Allocation Rate	\$7,215.75	\$7,085.29
Grade 1 Enrolment	112 students	112 students
Grade 2 Allocation	\$793,732	\$687,273
Grade 2 Allocation Rate	\$7,215.75	\$7,085.29
Grade 2 Enrolment	110 students	97 students
Grade 3 Allocation	\$728,790	\$658,932
Grade 3 Allocation Rate	\$7,215.75	\$7,085.29
Grade 3 Enrolment	101 students	93 students
Grade 4 Allocation	\$528,085	\$361,856
Grade 4 Allocation Rate	\$5,678.33	\$5,567.01
Grade 4 Enrolment	93 students	65 students
Class Size Adjustment	(\$581,658)	(\$369,434)
4 CSI Adjustment	\$5,352	\$16,690
CSI Adjustment K-3	(\$587,010)	(\$386,124)
Level 6 Code 42 Allocation	\$201,996	\$119,372
Level 6 Code 42 Allocation Rate	\$20,199.60	\$17,053.10
Level 6 Code 42 Enrolment	10 students	7 students
Level 6 Code 43 Allocation	\$20,200	\$17,053
Level 6 Code 43 Allocation Rate	\$20,199.60	\$17,053.10
Level 6 Code 43 Enrolment	1 students	1 students
Level 6 Code 44 Allocation	\$161,597	\$136,425
Level 6 Code 44 Allocation Rate	\$20,199.60	\$17,053.10
Level 6 Code 44 Enrolment	8 students	8 students
English Second Language Allocation	\$9,426	\$6,931
English Second Language Allocation Rate	\$1,178.31	\$1,155.21
ESL Enrolment	8 students	6 students
FNMI Allocation	\$37,431	\$13,630
Allocation Weighting Factor	\$5,611	\$5,501
FNMI Enrollments (331-334)	35 students	13 students
FNMI factor	\$0.1906	\$0.1906
Approved Special Allocation	\$0	(\$200,000)
AISI Allocation	\$25,289	\$40,911
Surplus / Deficit Carryforward	\$408,504	\$777,175

\* - See the notes section for details about Line Item notes on this page



Site Allocation	2012-13 Final Budget	2011-12 Finalized Budget
Learning Coach Allocation	\$32,917	
Certificated Benefit Rate	11.65 %	
Learning Coach FTE	0.33 FTE	
Salary Increase Certificated	1.00 %	
Teacher Average Salary	\$88,456.19	
Salary Conversion	\$8,826	\$31,949
<b>Total Site Allocation</b>	<b>\$3,768,109</b>	<b>\$3,527,531</b>
<b>% of Revenue And Allocations To Budget Center</b>	<b>100%</b>	<b>100%</b>

Other	2012-13 Final Budget	2011-12 Finalized Budget
Miscellaneous Revenue	\$8,000	\$8,000
<b>Total Other</b>	<b>\$8,000</b>	<b>\$8,000</b>
<b>% of Revenue And Allocations To Budget Center</b>	<b>0%</b>	<b>0%</b>

<b>Total Revenue And Allocations To Budget Center</b>	<b>\$3,776,109</b>	<b>\$3,535,531</b>
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### Expenditures

Certificated	2012-13 Final Budget	2011-12 Finalized Budget
<b>Total Certificated</b>	<b>\$2,694,067</b>	<b>\$2,472,838</b>
<b>% of Expenditures</b>	<b>71%</b>	<b>70%</b>

Uncertificated	2012-13 Final Budget	2011-12 Finalized Budget
<b>Total Uncertificated</b>	<b>\$713,283</b>	<b>\$580,297</b>
<b>% of Expenditures</b>	<b>19%</b>	<b>16%</b>

Personnel	2012-13 Final Budget	2011-12 Finalized Budget
<b>Total Personnel</b>	<b>\$64,278</b>	<b>\$100,353</b>
<b>% of Expenditures</b>	<b>2%</b>	<b>3%</b>

Contracted/General Services and Supplies	2012-13 Final Budget	2011-12 Finalized Budget
Miscellaneous Services	\$44,902	\$47,456
Support Services	\$24,750	\$36,122
Other Prof/ Tech Services	\$20,000	\$16,000
Postage	\$500	\$500
Printing	\$1,000	\$1,000
Advertising	\$500	\$500
Telephone & Fax	\$5,500	\$4,500
Travel	\$1,000	\$200
Subsistence	\$10,000	\$7,500
Staff Development	\$20,000	\$20,000
Contracted Transportation	\$3,000	\$5,000
Maint & Repair Equipment	\$2,500	\$2,500
Equipment Rental	\$1,000	\$1,000
Membership Fees	\$500	\$500
Registration Fees	\$7,000	\$7,500
Supplies	\$31,705	\$33,850
Textbooks	\$1,500	\$5,000
Media Materials	\$10,000	\$10,000

\* - See the notes section for details about Line Item notes on this page

<b>Contracted/General Services and Supplies</b>	<b>2012-13 Final Budget</b>	<b>2011-12 Finalized Budget</b>
Software	\$10,000	\$5,150
Furniture & Equip Under 5000	\$12,000	\$15,000
Technology Intergration	\$30,000	\$35,000
Acquistion of Prop & Equip Capital	\$15,000	\$60,000
Labour Transfer to other sites	\$5,000	\$5,000
Supplies & Services Transfers to other sites	\$15,000	\$15,000
Transfer to Reserves (Contingencies)	\$32,125	\$47,764
<b>Total Contracted/General Services and Supplies</b>	<b>\$304,482</b>	<b>\$382,042</b>
<b>% of Expenditures</b>	<b>8%</b>	<b>11%</b>

<b>Total Expenditures</b>	<b>\$3,776,109</b>	<b>\$3,535,531</b>
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### Summary

	<b>2012-13 Final Budget</b>	<b>2011-12 Finalized Budget</b>
Total Revenues and Allocations To Budget	\$3,776,109	\$3,535,531
Total Expenditures	\$3,776,109	\$3,535,531
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>

### Notes

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